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ABSTRACT

The status of international and global education at Lutheran colleges was investigated. Catalogs of 34 colleges and universities were analyzed to determine the courses that had an international or global focus, mission statements, general course requirements, programs, and majors and minors. Twelve of the colleges and universities had a philosophy and goals or mission statement that addressed international or global education, while 20 colleges had at least one program in international or global education. International affairs and international trade were the most common designations. Political science courses in international politics, economics courses in international development, and business courses in international trade, as well as comparative courses, were popular. Brief course descriptions are included. A chart provides the following information for 10 Lutheran colleges: whether the catalog has a philosophy or mission statement, the names of programs with an international or global focus, and the number of these courses. The section of Pacific Lutheran College's catalog on international programs is appended. (SW)

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For Discussion: Global and International Education at Lutheran Sponsored and Affiliated Colleges: A Look At What Is And What Should Be

Presented by
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to
The Association of Lutheran Faculties Annual Conference
October, 1983

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We live in a world of global "megaproblems". Given our growing concern with issues such as the arms race and the threat of nuclear war, economic development, the ecological balance of the planet and the biosphere and the rest of our global problems there are many questions to ask and many decisions to make. This study addresses one aspect of our concern.

Problem Statement

What is the status of international and global education at Lutheran Colleges?

Terms

The terms international and global education have been used in this document to refer to programs and courses of study that address the relationships among the nations of the world.

Philosophy or mission statements of the colleges have been interpreted rather broadly. For example, international, global, or cross cultural requirements for all students were interpreted as part of the philosophy or mission statement.

Method

In June, 1983 the registrar of the 38 colleges listed in table 1 received a request to send me the latest edition of the college's or university's catalog so that I could analyze the catalog for the purpose noted in this report. As of late September, 1983 thirty-four catalogs had been received.

TABLE 1

Lutheran Affiliated or Supported Colleges

Augsburg College
Minneapolis, MN

Augustana College
Rock Island, IL

Augustana College
Sioux Falls, SD

Bethany College
Lindsborg, KS

California Lutheran College
Thousand Oaks, CA

Capital University
Columbus, OH

Carthage College
Kenosha, WI

Christ College Irvine
Irvine, CA

Concordia College
Ann Arbor, MI

Concordia College
Bronxville, NY

Concordia College
Milwaukee, WI

Concordia College
Moorhead, MN

Concordia College
River Forest, IL

Concordia College
Seward, NE

Concordia College
St. Paul, MN

Concordia College-Portland
Portland, OR

Table 1 (cont'd)

Dana College
Blair, NE

Dr. Martin Luther College
New Ulm, MN

Gettysburg College
Gettysburg, PA

Grand View College
Des Moines, IA

Gustavus Adolphus College
St. Peter, MN

Lenoir-Rhyne College
Hickory, NC

Luther College
Decorah, IA

Midland Lutheran College
Fremont, NE

Muhlenberg College
Allentown, PA

Newberry College
Newberry,SC

Northwestern College
Watertown, WI

Pacific Lutheran University
Tacoma, WA

Roanoke College
Salem, VA

St. Olaf College
Northfield, MN

Susquehanna University
Selinsgrove, PA

Texas Lutheran College
Seguin, TX

Thiel College
Greenville, PA

Upsala College
East Orange, NJ

Valparaiso University
Valparaiso, IN

Wagner College
Staten Island, NY

Wartburg College
Waverly, IA

Wittenberg University
Springfield, OH

Catalogs were not received from Bethany College, Lindsborg, KS, Christ College, Irvin, CA, Concordia College, St. Paul, MN, and Lenoir-Rhyne, Hickory, NC.

The college and university catalogs received were divided into the church sponsorship or affiliation of the college or university. Although some colleges are affiliated with more than one church, for the study only one category was used. The categories used were American Lutheran Church, Lutheran Church in America, The Lutheran Church-Missouri Synod, and the Wisconsin Evangelical Lutheran Synod. The categories may serve the interests of the reader or participant, but are not the basis for the generalizations made here.

As a next step in the study an arbitrary review of catalogs was done to determine the courses that might fit the terms international and global. Course titles and descriptions that refer to "international" "global", "comparative" studies of nations, as well as global "megaproblems" (e.g. War and Peace) were deemed appropriate.

Next a page by page review of each catalog was done. Special attention was given to philosophy or mission statements, general course requirements, programs, and major and minors. Attention was also given to catalog material highlighted by bold print. The results are summarized in tables 2, 3, 4, and 5. It should be noted that not all programs described are courses of study for a major or minor. Many are study abroad programs. Most colleges and universities call study abroad International Education even if the study period is limited to a stay in one country.

Limits

The researcher's approach was somewhat cursory and the data provide for a limited discussion of global and international education at Lutheran colleges. Definitions used for "international" and "global" could result in another researcher reporting different course counts than reported here. Also specific regional studies, language courses and broad liberal arts courses (e.g. anthropology) were not considered international or global study.

Summary of findings

Mission.

Twelve of the colleges or universities have a philosophy and goals or mission statement that addresses international or global education.

Programs.

Twenty colleges or universities have at least one program in international or global education. There is variation in how the colleges and universities define the academic programs. International affairs and international trade are the most common designations. The variations include transcultural studies (e.g. Capitol University), International Management (Luther), Multinational Corporate Studies (e.g. Upsala). Others offer programs that are viewed by the college or university as international or global education. For example, United Nations semesters (e.g. Gettysburg, Valpariso), International overseas programs (e.g. Gustavus) and offices of Americans abroad and foreign students (e.g. St. Olaf) are offered or provided.

Perhaps Pacific Lutheran University most succinctly presents its international programs (see table 6).

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Courses

The number of international or global courses range from 0 to 13. The breakdown is:

Number of Courses	Number of Colleges
0	3
1	1
2	3
3	2
4	2
5	3
6	7
7	4
8	2
10	3
13	1

Political science courses in international politics, economics courses in international development, and business courses in international trade, or multinational corporations,as well as comparative courses are popular. The following descriptions from the Carthage catalog are illustrative.

257 INTERNATIONAL POLITICS (4 cr.) Soc
A study of the major concepts in international politics and their application to the events of the postwar world, particularly the ColdWar and the North-South conflict. Attention is also given to disruptive forces in the international community, such as the nuclear arms race, as well as those forces, such as the United Nations, which contribute to world order.

328 INTERNATIONAL ECONOMICS (4 cr.) Soc
Principles of international trade and finance; comparative advantage, balance of payments, foreign exchange, international disequilibria, international economic controls and adjustment mechanisms. Prerequisite: Economics 212

351 THE MULTINATIONAL CORPORATION (4 cr.)
An overview of the Multinational Corporation, its evolution and its position in today's society. A study of the control and decision making process for management of a worldwide organization. Includes the financial, marketing, staffing, political, and ethical implications of the multinational both in the local markets and in the international community. Prerequisite: Junior standing. Offered spring term of even numbered academic years.

334 POLITICS OF DEVELOPING NATIONS (4 cr.) Soc
A study of the impact of the international economy, world religions and the state and nation-building activities of colonial officials and post-independence elites on the traditional societies of Africa, Asia and Latin America.

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TABLE 2

AMERICAN LUTHERAN COLLEGES

College	Philosophy or Mission Statement	Programs	Courses
Augsburg, Mpls., MN	Yes	Yes, majors in International Business and International Relations-also foreign study is available.	13
Augustana, Siox Falls, SD	Yes	Yes, through the Dept. of Govt. and International Affairs. Institute of European Studies and study abroad also offered.	6
California Lutheran, Thousand Oaks, CA (ALC, LCA)	No Very general	No, but a self-designed major is noted.	7
Capital University Columbus, OH	No	Yes, a minor in transcultural studies is offered.	5
Concordia, Moorhead, MN	No	Yes, programs in International Business and International Relations. Also, an Intercultural Exchange Program.	4
Dana, Blair NE	No	No	1
Luther, Decorah, IA	No	Yes, certification in International Management Studies and a program in International Studies. Also, participates in Institute of European Studies and travel abroad.	7
St. Olaf, Northfield, MN	Yes (Part of the requirement for graduation)	No major or minor but through the Office of Interantional Studies 17 overseas programs are offered.	7

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Table 2 (cont'd)
American Lutheran Colleges
page 2

College	Philosophy or Mission Statement	Programs	Courses
Texas Lutheran, Seguin, TX	Yes	Yes, International Studies is offered as a "complementary" or "collateral" major- a new course in Global Perspectives started in Sept. 1983.	8
Wartburg, Waverly, IA	No	Yes, a Business Administration Major with International Business and Foreign Language concentration. Study abroad is also possible. 70+ foreign students are on campus.	3

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TABLE 3

LUTHERAN CHURCH IN AMERICA
COLLEGES AND UNIVERSITIES

College	Philosophy or Mission Statement	Program	Courses
Augustana, Rock Island, IL	No	No	6
Carthage, Kenosha, WI	Yes	Yes, International Business Also study abroad.	6
Gettysburg, Gettysburg, PA	Yes	A special major in International Studies is offered. Also, students may spend the Junior year abroad and/or take part in the United Nations semester.	10
Grand View, DesMoines, IA	No	Yes, an International Studies program offering study abroad is available.	3
Gustavus Adolphus, St. Peter, MN	Yes (Nonwestern culture requirement)	Yes, International overseas program. However, no major or minor is listed.	3
Muhlenberg, Allentown, PA	No	No	8
Midland, Fremont, NE	Yes	No	0
Newberry, Newberry, SC	No	Yes, majors in International Government Commerce, and International studies are offered.	6

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Table 3 (cont'd)
page 2

College	Philosophy or Mission Statement	Program	Courses
Pacific Lutheran, Tacoma, WA	Yes	Yes, Global Studies, International Affairs and International Trade. Also, Study abroad.	10
Roanoke, Salem VA	No	Yes, A major in International Relations. Also, study abroad is possible.	7
Susquehanna University, Selinsgrove, PA	No	Yes, International emphasis in Political Science. Also, study abroad.	6
Thiel, Greenville, PA	Yes	International emphasis in Political Science. Also, Junior year abroad and United Nations semester offered.	5
Upsala, East Orange, NJ	Yes	Yes, a multinational corporate studies major.	5
Wagner, Staten Island, NY	Yes	Yes, Bregney International study abroad. No majors or minors.	4
Wittenburg University, Sprinfield, OH (Admissions catalog)		Yes, special program in International Education.	6

TABLE 4

THE LUTHERAN CHURCH - MISSOURI SYNOD
COLLEGES AND UNIVERSITY

College	Philosophy or Mission Statement	Program	Courses
Concordia, Ann Arbor, MI	Yes	No	2
Concordia, Bronxville, NY	No	No	
Concordia Milwaukee, WI	No	No	1
Concordia, Portland, OR	No	No	2
Concordia, River Forest, IL	No, but college operates an English language center.	No	2
Concordia Teachers College Seward, NE (Graduate bulletin only)			
Valpariso University Valpariso, IN	Yes, students choose courses in Language, Political Science, Geography and History for a program called International Economics and Cultural Affairs. Study abroad is also possible.		10

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TABLE 5

WISCONSIN EVANGELICAL
LUTHERAN SYNOD COLLEGES

College	Philosophy or Mission Statement	Programs	Courses
Northwestern College Watertown, WI	No	No	0
Dr. Martin Luther, New Ulm, MN	No	No	0

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TABLE 6

International Programs

PLU's international programs encourage students to expand their understanding of humanity's global condition in a changing and increasingly interdependent world. Multi-focused international programs provide opportunities for on-campus study of global issues and of the world's regions, cultures, and societies. Global issues include, for example, modernization and development; global resources and trade; and peace, justice, and human rights. Cultural foci are Africa, Asia, Europe, Latin America, the Middle East, and Scandinavia, among others. Off-campus study of these issues and regions is made possible by diverse opportunities for study abroad and international student exchange.

To pursue a program in international or intercultural studies, students may enroll in courses offered by departments such as Modern and Classical Languages, Political Science, and History, or choose among the special multi-disciplinary programs listed below which offer majors and minors in international studies.

General information about PLU's international programs is available from the Office of International Education and the Study Abroad Office.

GLOBAL STUDIES

Students interested in diverse cultures and international global issues may undertake a multi disciplinary major or minor program designed to reflect their geographic, thematic, or disciplinary interests.

A. **MAJOR.** The Global Studies major is termed a "complementary" major because it is taken as a second major in addition to a regular disciplinary major. Courses are grouped into seven clusters reflecting three world regions (Asia, Europe, Third World areas) and four global or international issues (Global Resources and Trade; Modernization and Development; Society, Culture, and Traditions; War, Revolution, and Peace). For specific information see the Global Studies section of this catalog.

B. **MINOR.** The Global Studies minor is one of three minors available in the field of global or international studies. Its theoretical orientation and requirements parallel those for the major and are detailed in the Global Studies section of this catalog.

Courses credited toward a minor cannot be credited toward a major. Interim and new courses approved by the Global Studies Committee may be included in the various clusters.

INTERNATIONAL TRADE

With the approval of the coordinator of this minor, students interested in international business may select the following courses within the Global Resources and Trade Cluster of the Global Studies Program to form a thematic international trade minor.

Business Administration 490 – Seminar (Forum in International Business)
Economics 331 – International Economics
Political Science 336 – International Organization and Law
Sociology 493 – Seminar in Sociology (Development, Underdevelopment, and International Inequality)
A course in Global Perspectives – History/Anthropology 210

INTERNATIONAL AFFAIRS

With the approval of the coordinator of this minor, a student may select from among the following to form an International Affairs thematic minor consisting of a minimum of 20 and a maximum of 24 semester hours chosen from at least three different disciplines.

Required:
Either Political Science 231 – Current International Affairs
or Political Science 338 – American Foreign Policy

Optional:
History 356 – American Diplomatic History
Political Science 384 – Communist Political Systems
Political Science 386 – African Political Systems
Either History 335 – Latin American History,
or Spanish 322 – Latin American Civilization and Culture
or French 321 – French Civilization and Culture
or German 321 – German Civilization and Culture
or Scandinavian 322 – Contemporary Scandinavia
History 340 – Modern China and Japan
Either Economics 331 – International Economics,
or Economics 381 – Comparative Economic Systems
Independent Studies

INTENSIVE ENGLISH LANGUAGE INSTITUTE

The Intensive English Language Institute (operated by the American Cultural Exchange) is an affiliate of PLU offering intensive English classes, which are designed to prepare international students for studies in U.S. colleges and universities. The institute is authorized to grant I-20 forms through PLU; however, admission to the institute does not constitute admission to the university, and no transferable credit is given for institute courses.

Students entering the institute are given an English placement test and, on the basis of their scores, a program of studies is planned. Ordinarily students have five hours of language instruction each day, although in some cases a less intensive schedule may be arranged. A typical IELI course load consists of classes in reading, writing, grammar, and conversation, plus an hour of language lab each day. Individual directed studies may also be arranged.

When students have attained sufficient proficiency in English to do university-level work, they are encouraged to apply to PLU (or to other colleges or universities of their choice). The IELI staff assists in placing them in a suitable academic program.

IELI courses, offered at various proficiency levels and to be selected in consultation with the institute staff, are:
Language Laboratory (1 hour)
Audit/Audit Review (time to be arranged)
Grammar (1 hour)
Conversation (1 hour)
Writing (1 hour)
Reading (1 hour)
Directed Studies (time to be arranged)

Commentary

To state again the purpose of this paper is to begin a discussion of what is and what should be in global and international education at Lutheran Colleges and Universities.

At this point one may switch the discussion from what is to what should be. Transmitting information about other countries, regions, and peoples has long been a part of education, but until fairly recently the emphasis has been on the "otherness" of the country or culture under study. Should there be a continuing change? Should education for an international or global perspective stress the commonalities, rather than the differences of people around the globe-all of whom have the same basic needs and face the same "megaproblems"?

What is needed in terms of further studies and curriculum development at our colleges and universities? How should we change if we wish to address issues that transcend national boundaries and can be said to affect, directly or indirectly, everyone in the world: human rights, peace and conflict, world trade and economic interdependence, the arms race and the threat of nuclear war, economic development, foreign aid, energy, natural resources, air quality, water quality, population, food and world hunger, transportation and communication systems, disease prevention and medical care, developments in science and technology, fishing rights and maritime law, international law and justice procedures, and the ecological balance of the planet and the biosphere?